

# Students with Disabilities in Higher Education: Four Years Later

Catherine Fichten, Mary Jorgensen, Mai Nhu Nguyen, Jillian Budd, Gabrielle Lesage

Adaptech Research Network, Dawson College, Jewish General Hospital, McGill University, CRIR  
Montreal



## Abstract

- Follow-up of 284 college and university students with diverse disabilities 3-4 years later
- Results suggest that
  - Graduates' and premature leavers' characteristics 4 years earlier are related to their current employment outcomes.
  - four years later, postsecondary students with disabilities are faring relatively well

## Method

- 4 year follow-up of up 252 students with disabilities
  - 175 had attended a university, 77 a college.
- Mean age at follow-up was 32 .
- Most had been pursuing a bachelor's degree (n=120).



## Conclusions

The results suggest that, four years later, postsecondary students with disabilities are faring relatively well, and that graduates' and premature leavers' characteristics four years earlier are related to their current employment outcomes.

catherine.fichten@mcgill.ca

## Results

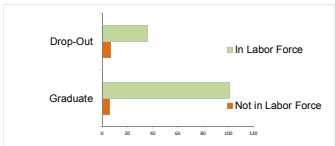


- 193 individuals graduated from their original program: 126 F, 67 M; 32 still enrolled

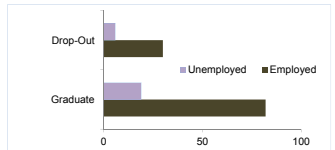


- 59 dropped out: 38 F, 20 M, 1?

- 9% were not in the labor force
- Of those in the labor force, 82% were employed
- Jobs of grads was closely related to field of study

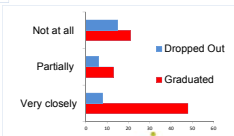


Labor force



Employment

Relation of job to program



- No significant difference between graduates and premature leavers on
  - full-time (n=204) vs. part-time (n=46) status
  - number of disabilities/impairments reported in 2010
- Both groups were most likely to have ADHD or LD or a mental health disability.
- Premature leavers were more likely to have mental health related disability
- The table shows that graduates had more favorable scores four years earlier on
  - personal circumstances (e.g., finances, study habits),
  - school environments (e.g., attitude of faculty, course difficulty),
  - personality (extraversion, neuroticism),
  - course and social self-efficacy,
  - grades, and

Comparing Means: Graduates vs Premature Leavers

	Graduated (n=193)	Dropped Out (n=59)	Sig.
CEQ personal situation	3.74	3.06	***
CEQ school environment	3.94	3.57	**
EPQ-Extraversion	8.78	9.32	+
EPQ-Neuroticism	8.14	7.46	*
Grade (reverse scored)	5.00	4.11	***
Course self-efficacy	6.60	5.47	***
Social self-efficacy	6.86	5.58	***
Campus climate social alienation	2.32	3.41	***
Theory of Planned Behavior			
Attitude toward graduation	2.01	1.64	**
Perceived behavioral control over graduation	4.43	3.60	***
Subjective norms related to graduation	5.41	4.89	***
Intention to graduate	5.69	4.86	***

\*\*\* p < .001; \*\* p < .01; \* p < .05; p < .10

